



Holy Family Catholic Primary School

English - KS1 – Dinosaurs and All That Rubbish Overview



Text: Dinosaurs and All That Rubbish by Michael Foreman

Outcomes: Letters, setting descriptions, instructions, narrative (retelling), pamphlet, poster

Main Outcome: Pamphlet

Overview and Outcomes: In this planning sequence using Dinosaurs and all that Rubbish by Michael Foreman, children explore the themes and ideas in the story, such as dreams, desires and how to keep the earth a nice place to call home. They create a variety of written outcomes including reports, setting descriptions, letters, instructions, retellings and eventually a class pamphlet about how to look after the planet – all to help the man in the story. They also create sentences about their dreams and similes to share.

Coverage from National Curriculum 2014: Reading and Writing coverage from Curriculum 2014. Spoken language is covered throughout.

Word Reading

- Read words containing taught GPCs and –s, –es, –ing, –ed, –er and –est endings
- Read aloud accurately books that are consistent with their developing phonic knowledge and that do not require them to use other strategies to work out words re-read these books to build up their fluency and confidence in word reading

Writing Transcription (Spelling and Handwriting)

- Words containing each of the 40+ phonemes already taught - Using –ing, –ed, –er and –est where no change is needed in the spelling of root words [for example, helping, helped, helper, eating, quicker, quickest]

Reading Comprehension

- Develop pleasure in reading, motivation to read, vocabulary and understanding by:
- Listening to and discussing a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently
 - Being encouraged to link what they read or hear read to their own experiences
 - Discussing word meanings, linking new meanings to those already known
- Understand both the books they can already read accurately and fluently and those they listen to by:
- Drawing on what they already know or on background information and vocabulary provided by the teacher
 - Discussing the significance of the title and events
 - Making inferences on the basis of what is being said and done
 - Participating in discussion about what is read to them, taking turns and listening to what others say

Vocabulary, Grammar & Punctuation

- Suffixes that can be added to verbs where no change is needed in the spelling of root words (e.g. helping, helped, helper)
- How words can combine to make sentences
- Joining words and joining clauses using and
- Subordination (using when, if, that, because) and co-ordination (using or, and, but) (Y2)
- Sequencing sentences to form short narratives
- Introduction to capital letters, full stops, question marks and exclamation marks to demarcate sentences
- Use of the progressive form of verbs in the present and past tense to mark actions in progress [for example, she is drumming, he was shouting] (Y2)
- Apostrophes to mark where letters are missing in spelling and to mark singular possession in nouns [for example, the girl's name]

Writing (Composition)

- Write sentences by:
- Saying out loud what they are going to write about
 - Composing a sentence orally before writing it
 - Sequencing sentences to form short narratives
 - Discussing what they have written with the teacher or other pupils